## **Third Grade Literacy Skills/Parents**

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "Your Child is Learning..." lists specific literacy skills in that standard. The third column, "You Can Help at Home ..." has activities you might do as an important part of their literacy achievement.

	Your Child is Learning How to	You Can Help at Home
Language Skills	Know why we need to listen with understanding and follow simple directions	Teach your child to listen by being a good listener. Give two- and three-step directions like "Get groceries in, put milk away, then" Praise when he/she does what you asked.
	Speak In complete sentences with expression and have good conversations at home.	Model this in talking with your child, and ask questions that cannot be answered in a <i>yes</i> or <i>no</i> , like "What did you do at recess today?", or "Tell me about that science project at school", and be sure to listen to what he/she says.
	View a variety of media and know the difference between information /entertainment	Point out the difference between news, opinions, and stories. Talk about sports, characters in books, and laugh at jokes!
	Participate in show-and-tell, and other programs at school, and give brief oral reports on what he/she learned in science, social studies, and health.	Encourage your child to share some interesting hobby or family event at school. Help him/her to speak clearly by practicing at home. Retelling a story or giving main ideas in a science report are good activities. Often adding pictures makes it more interesting.
	Your Child is Learning How to	You Can Help at Home
Spelling	Maintain phonic and spelling skills, including word families, learned in lower grades.	Help your child spell grade-level words that rhyme (like any and man), or can be sounded out (like round and found), and combine word parts to spell compound word (like afternoon, without, everything), and plurals (such as boxes, pennies).
	Use root words with prefixes or suffixes to read and spell longer words. Also learn to read and spell plural words and common contractions, such as I'll, we've.	Show how <i>nature</i> changes meaning when spelled <i>natural</i> or <i>unnatural</i> ; <i>beginning</i> needs an <i>n</i> added, and <i>take/taking</i> removes the final <i>e</i> . Have your child make a list of contractions in stories and practice spelling them.

	Know that some words cannot be sounded out and have to be learned by memorizing how to pronounce them. This requires visual memory and is very important to spelling mastery.	Remind your child that most words can be sounded out <i>but</i> we have to just remember how to pronounce such common words as <i>again</i> , <i>eyes</i> , <i>does</i> , <i>once</i> , and <i>thought</i> . Writing, then reading these words will help your child remember how to pronounce and spell these and other words.
	Spell an increasing number of grade-level words and subject matter words using knowledge about spelling to predict the spelling of new words.	Tell him/her to use what he/she knows about spelling to practice writing words learned in science, health, and other subjects. For example, planet, electric, inside can be sounded out and spelled in word parts.
Vocabulary	Your Child is Learning How to Use new vocabulary words	You Can Help at Home  Read aloud good stories so your child hears
Vocabulary	learned by listening, talking, and reading favorite stories.	words like afterward, remarkable, frequently, and understand what they mean. Then he/she will already know the meaning of many words he/she learns to read later.
	Read and know what most grade level words mean in stories and information books. Relate new words and concepts to prior knowledge to increase vocabulary.	Ask for a list of the words that make up half of the words any reader will see in print, then put them into easy sentences so your child knows what words like example, complete or enough mean. Many signs use easy words, too. Talk about the message in No skateboarding allowed. Ask the teacher for a short list of words taught in social studies, science, and other subjects so you can help your child read and remember what the words mean.
	Add to understanding of words by using the base or root word and adding plurals, prefixes, suffixes, and other word parts.	Begin by adding es or er to words like watches, painter; change the meaning of pretty to prettiest. Or change suggest to suggestion, hope to hopeful. Talk about how this changes the meaning of words.
	Use context to determine the meaning of new words in print.	Use what you already know when there are words that have more than one meaning — such as plant, check, mine, cold. Reading the sentence helps us know which meaning to use. The different meanings of many words are learned with a lot of easy reading and talking about how our language works. (List of multiple-meaning words is available.)
	Use other resources to learn word meanings such as easy dictionaries or glossaries.	Show him/her how to use an easy dictionary by looking up words together and letting them see that it is something you learn a lot from.

	Your Child is Learning How to	You Can Help at Home
Comprehension	Understand the purpose of reading different print and what the author wants you to learn.	Share the reading you do at work, to learn the news, weather reports, fill out a form, see what is on TV, or put something together. Talk about the reasons why we read information, directions, schedules, and, of course, good stories.
	Use what he/she already knows to make connections to new information and understand better.	Help your child to see he/she knows <i>a lot</i> about a lot of things. Begin by saying, "What do you already know about? Often he/she knows more than you might think. This helps connect new information with what he/she may know, and may make him/her interested in learning more
	Ask questions about what he/she is reading or is being read to him/her.	This is an important listening skill and thinking task as it helps your child remember ideas and how to get more information to understand better. Get him/her interested by asking simple questions as your child reads to you: "I wonder if we will go to the moon again", or "What does it say a microbe is?" Show him/her how to use some beginning question words like how, what, when, who and why, and then make up their own questions.
	Make predictions using picture clues, title, beginning information, and/or prior knowledge. Then see how right he/she was	This helps your child use what he/she knows to think about what might happen next. When you read together, stop and talk about what has happened in the story so far and predict the next event. This skill shows he/she has been listening and also helps use what they know or imagine might occur next. It is not as important to be correct as to get them talking about what might happen—and this is a higher-level thinking skill!
	Make inferences and draw conclusions about what he/she read.	This happens when your child can tell in his/her own words what the story or information was about. Begin with a short story and talk about what you learned, liked, or wondered about. Forming mental pictures in your head may help.
	Identify topic, main ideas, and details and summarize what he/she read.	This skill is important at every grade level, so it needs to be practiced often. Begin by reading with your child an easy book about the solar system, famous places, or sports. Get him/her to tell you the main idea, and other details. If he/she has trouble doing this, remind them to go back and read it again, think of what he/she knows, and look for clues that help him/her better explain what he/she has read.
	Recognize different structures in text (such as problem/solution, compare/contrast, sequence of events), and which words signal these.	Point out that most paragraphs in information text are written in one of these forms. Identifying how the information is presented is very helpful in comprehending, summarizing, and remembering the important facts. Words like <i>because</i> , <i>however</i> , <i>also</i> , <i>next</i> , <i>finally</i> will help with understanding.

	Recognize characters, setting, series of events, and other information when reading fairy tales, information books, and realistic or historical fiction  Your Child is Learning How to	As a family, reading a variety of good books—your library has a list—and having good discussions will help comprehension more than any activity. As you read, make predictions, talk about good/bad characters, whether the story was real or make believe, facts learned, and how you liked it.  You Can Help at Home
Writing	Think of ideas for writing and who will be the audience.	Write notes to your child, share letters from friends, and show the writing you do at work. Talk about who may read what we write, and help him/her write a short letter or story to that person.
	Select the right words and compose a <i>draft</i> copy.	Help your child write a letter or a report in complete sentences, with correct punctuation.  Work together to make it read better, talk about how to improve it, and then make a few changes.
	Write for different purposes such as stories, letters, and reports.	Point out the difference in these types of writing and tell your child what he/she can say, they can also write. This is important for him/her to know. Get them to tell you a story or what he/she knows about a subject studied in school, then write what they say (together at first, so they get the idea).
	Share writing with others, using illustrations if needed, and publish.	First share with other family and friends. Praise him/her for this work! If he/she is sharing it at school, print or write a neat final copy so it can be displayed. Adding pictures often helps.
	Your Child is Learning How to	You Can Help at Home
Fluency	Read grade -level text at about 100 words per minute, with 95-100% accuracy.  Read grade level text fluently and	Fluency is important because if we read too slowly, we don't understand very well. Ask the teacher to give you a list of words that often appear in all kinds of print so you can practice reading these words with your child first, then let him/her practice them alone, with help if needed. Teachers also have lists of easy phrases on each grade level that will help your child with fluency as reading word-by-word makes comprehension difficult. Each column of phrases contains about 75 words which should be read in one minute. (These phrases are on the USOE Core website.)
	with expression.	Model this when you read to them, and then have easy, interesting books for more practice